

When Coaches Learn, Teachers Learn

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Presented by:

Ramona Coleman

Professional Learning, Fort Wayne Community Schools

Valerie Mitrani

Senior Consultant, Learning Forward

Kay Psencik

Senior Consultant, Learning Forward



Today's Outcome

1. Examine an approach to professional learning for instructional coaches.
2. Consider your own expectations of coaches and your own district's learning design for them.
3. Establish 1 or 2 action steps for effective support of instructional coaches in your district.

Norms

- ▶ **Engage** fully in the conversations.
- ▶ **Listen** to others' points of view.
- ▶ **Question** to challenge your own thinking and the thinking of others.
- ▶ Have **fun** learning from each other.

What is Our Coaching design?

The key to a successful coaching program is a trusting relationship between teachers and coaches. Coaching is confidential, non-evaluative, and supportive. Coaches work one-on-one and in small groups with teachers on curriculum and assessment design to ensure achievement of the district's goals, specific teaching strategies or instructional problems, and using data effectively to determine not only student needs but also needs of adults. The focus of coaching is on guiding teaching teams to make practical changes in their classrooms that result in increased student achievement. This ongoing one-on-one work is supplemented by principal and QIT leadership and their work to engage the staff in Standards Driven professional learning that focuses on rigorous 21st century curriculum, assessment design and instructional planning, school based data analysis, and monitoring of the School Improvement Plan.

Teachers who were regularly coached one-on-one and in teams reported that:

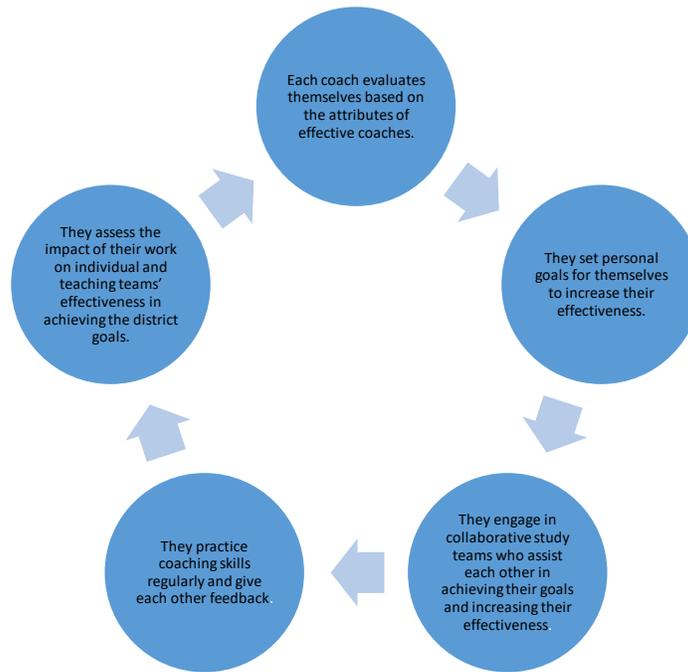
- They made significant changes in their instructional practice.
- Their students were more engaged in the classroom and enthusiastic about learning.
- Attendance increased dramatically in their classes.

Knight, Jim. 2007. *Instructional Coaching: A Partnership Approach to Improving Instruction*. New York: Corwin

Key Functions of Effective Instructional Coaches in FWCS

- Design effective professional learning that results in new practices that positively impact student outcomes.
- Coach teams of teachers and individual teacher to achieve the goals of the district.
- Guide data analysis that results in goal development and growth for adults and students.
- Design standards driven curriculum, assessments, and instruction.
- Use rigorous protocols systematically and with precision for professional learning.
- Use district learning designs effectively to ensure teaching teams effectively collaborate around their classroom curriculum, assessment, and instructional strategies.
- Systematically analyze student work to determine the effectiveness of curriculum design, assessments, and instructional design.

Our Theory of Change:



Learning Design:

Designed by the Principal, QIT, and the Instructional Coach

- Instructional coaches self-assess their skills and establish goals for themselves.
- They develop a community of learners with other coaches who have common goals.
- Through reading and study, they identify new approaches to their own learning and the learning of others that they use to achieve their own goals and assist others in achieving their goals as coaches.
- They practice coaching during each session and during study team meetings.
- They observe each other coaching in their buildings and give each other precise feedback.
- They gather artifacts and reflections from teachers and principals as to their effectiveness and bring them to sessions to share.

Logic Model to Increase Student Achievement Through Increasing Rigor in All Classrooms

Key Essential Strategy	Inputs	Activities	Short term goals	Intermediate goals	Long term goals
Analyze student performance data regularly to design SIP, monitor progress on district goals, and measure the effectiveness of coaching and professional learning	Protocols for analyzing data from Acuity and team common assessments Unit and Lesson Design Templates	Regular analysis of student growth and performance. Design rigorous, 21 st century units and lessons.	Through using protocols effectively, teams of teachers are exploring more rigorous instructional approaches and engaging lesson designed to ensure their effective implementation.	Teaching teams are systematically designing rigorous instructional approaches in their units and lessons and student performance data is showing a significant	Teachers are learning from each other and the increased rigor increases achievement for all students.

			Benchmarks are established for monitoring progress in achieving the goals of the SIP.	increase in student learning.	
Curriculum, Assessment, and Instructional design	State curriculum document 21 st century framework for curriculum, assessment and instructional design Curriculum unit and lesson templates	Peel back the standards. Target rigorous, 21 st century standards for each unit of study.	Teams establish an effective system for teachers to develop standards driven units of study Teams use protocols systematically for teams to visit each other's classrooms and reflect on the rigor in the classroom.	Teams design aligned assessments <i>of</i> and <i>for</i> learning They design rigorous lessons that lead all students to develop deep understandings and master the standards of the curriculum. They engage in lesson study to constantly assess the quality of their work.	Teams are effectively using the data from assessments to redesign units and lessons, to extend learning opportunities for students, and to design essential professional learning for themselves.
Analyzing student work	Protocols for analyzing student work	Develop understanding of the protocols and the power of analyzing student work.	Teams of teachers establish a system for analyzing student work to determine progress on the goals established in SIP.	Teams regularly analyze student work and make shifts in their instructional plans and their professional learning needs.	Analyzing student work and shifting practices results in significant increases in student learning.
Developing and monitoring SIP and effectiveness of professional learning and coaching	System for monitoring effectiveness of coaching in achieving the changes in practice essential to achieve the goals of the SIP and district.	The QIT uses the district format to write an authentic, meaningful SIP and educate the staff on the expectations established in it.	All members of the staff understand the QIT, how it was developed, what the goals are and the learning strategies in the plan, and take collective responsibility for achieving the goals established.	The SIP is regularly evaluated as to the progress teams are making in achieving goals. Through this analysis, the QIT makes regular shifts in the plan and uses it as a living document.	The SIP is an integral valued road map to increasing educator effectiveness and growth that results in increased student growth and achievement.

Logic Model for Coaching Effectively

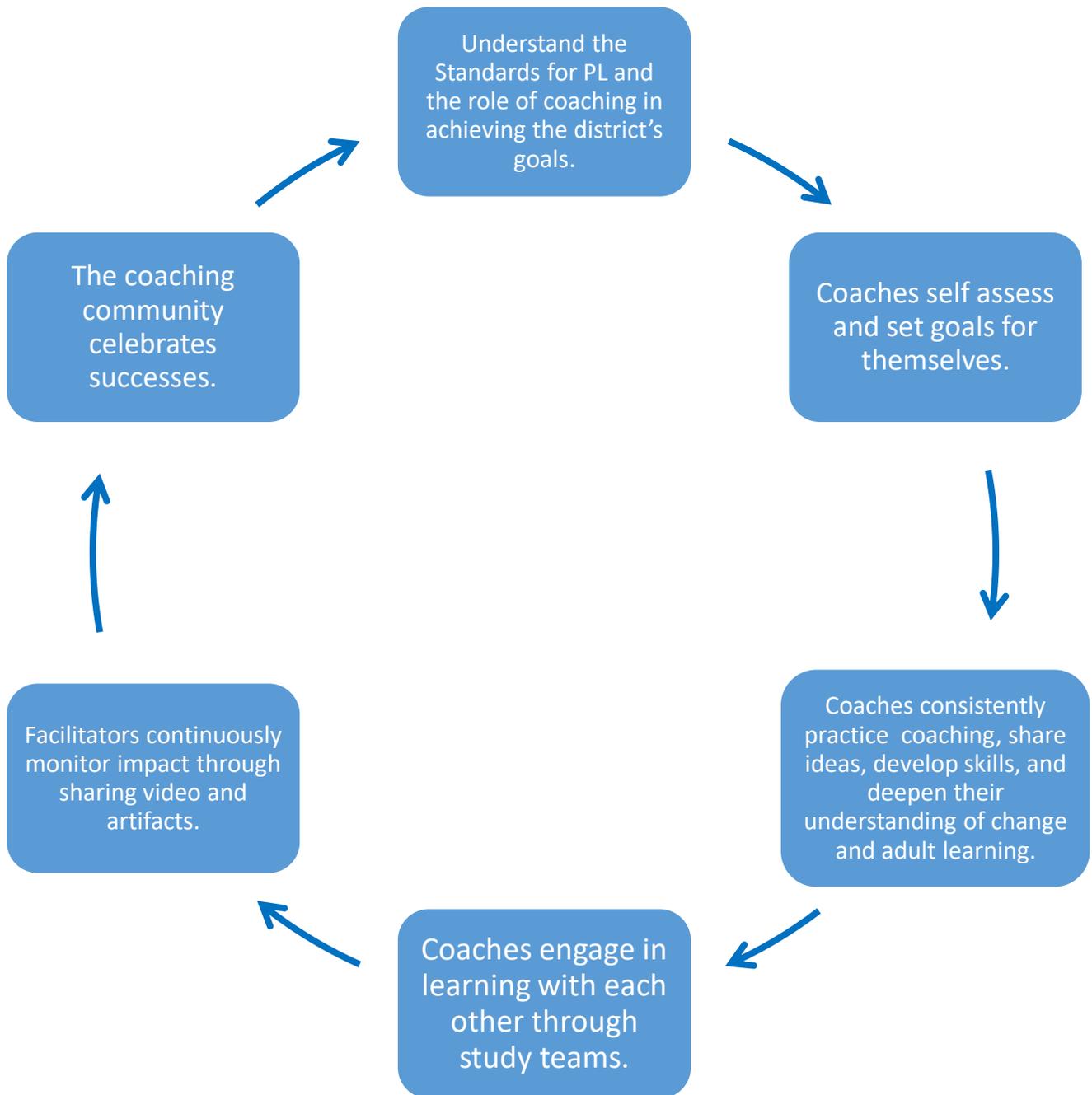
Key Essential Strategies	Inputs	Activities	Short Term Goals	Intermediate Goals	Long Term Outcomes
<p>Instructional coaches self-assess their skills and establish goals for themselves.</p> <p>They develop a community of learners with other coaches who have common goals.</p> <p>Through reading and study, they identify new approaches to their own learning and the learning of others that they use to achieve their own goals and assist others in achieving their goals as coaches.</p> <p>They practice coaching during each session and during study team meetings.</p> <p>They observe each other coaching in their buildings and give each other precise feedback.</p> <p>They gather artifacts and reflections from teachers and principals as to their</p>	<p>Readings: <i>The Coach's Craft</i>, <i>Coaching Matters</i>, <i>Accelerating Student and Staff Learning</i></p> <p>The district's recommended templates for curriculum design</p> <p>The instructional framework</p> <p>The FWCS 21st century Framework</p>	<p>All instructional coaches attend the 10 coaching sessions with Learning Forward</p> <p>All instructional coaches engage fully in the self-assessment/goal setting process and the Key Essential Learning Strategies</p>	<p>Instructional coaches self-assess their effectiveness and set challenging goals for themselves.</p> <p>All coaches commit to a study team and to engage in the learning process.</p> <p>Coaches challenge themselves to use new coaching skills and practice them during the learning sessions to increase their effectiveness.</p>	<p>Coaches consistently practice new skills in coaching others and effectively differentiate to meet the needs of individual and teams in their school.</p> <p>Coaches consistently observe each other coach and give each other precise feedback.</p> <p>Coaches gather strategic artifacts to reflect on the impact of their learning on teacher practice. (video clips, exemplar assessment designs, etc.)</p>	<p>Coaches positively impact the performance of all teachers and teaching teams in such precise and personal ways that the learning of all students increase significantly.</p>

effectiveness and bring them to sessions to share.					
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Outcome of the Year Long Coaching Learning System

Achieve the district’s goals by increasing our effectiveness as coaches.

Theory of Change



What is Coaching Anyway?

Coaching is...

It is Characterized by...

It is Most Effective When...

The Coaching Cycle Protocol

Use the following organizer to take notes as you observe the coaching cycle

Setting the stage for the learning	
Reflecting on progress	
Establishing a goal and agenda for the coaching session	
Doing the work--Practicing, practicing, practicing	
Planning implementation	
Getting commitment	
Celebrating the learning	

The Coaching Cycle Protocol

1. In triads, one person volunteers to be coached on an issue you are facing
2. One person will coach, one will be the coachee, and one the observer.
3. The observer takes notes as to whether or not the coaching cycle made a difference in the outcome.
 - Using the following organizer may help the coach and the observer use the cycle effectively.

Setting the stage for the learning	
Reflecting on progress	
Establishing a goal and agenda for the coaching session	
Doing the work--Practicing, practicing, practicing	
Planning implementation	
Getting commitment	
Celebrating the learning	

4. Reflect on the outcome:
 - *Did the coach follow the cycle? If not, what was omitted? What was the impact?*
 - *If so in what ways to the cycle contribute to a positive outcome? (Be precise in your feedback.)*

FWCS Coaches KASAB

Knowledge	Attitudes	Skills	Aspiration	Behavior
Understand that effective coaching is professional learning.	Coachees can solve their own problems and create new solutions for themselves and their teams.	Use the Standards for Professional Learning to design learning for teams they are coaching.	All coaches aspire to increase the skills of the teaching team so that all students learn.	Use the coaching cycle consistently.
Understand the cycle of continuous improvement.	Through effective listening and questioning, coachees see new options for themselves.	Listen Question Model Get commitment	All coaches aspire to be an aggressive learner.	Use effectively the skills of listening, questioning, and getting commitment.
Understand they are central to the district achieving its moral purpose.				Use effectively the district's learning designs.
				Collaborate effectively with their principals and coaches across the district.

KASAB

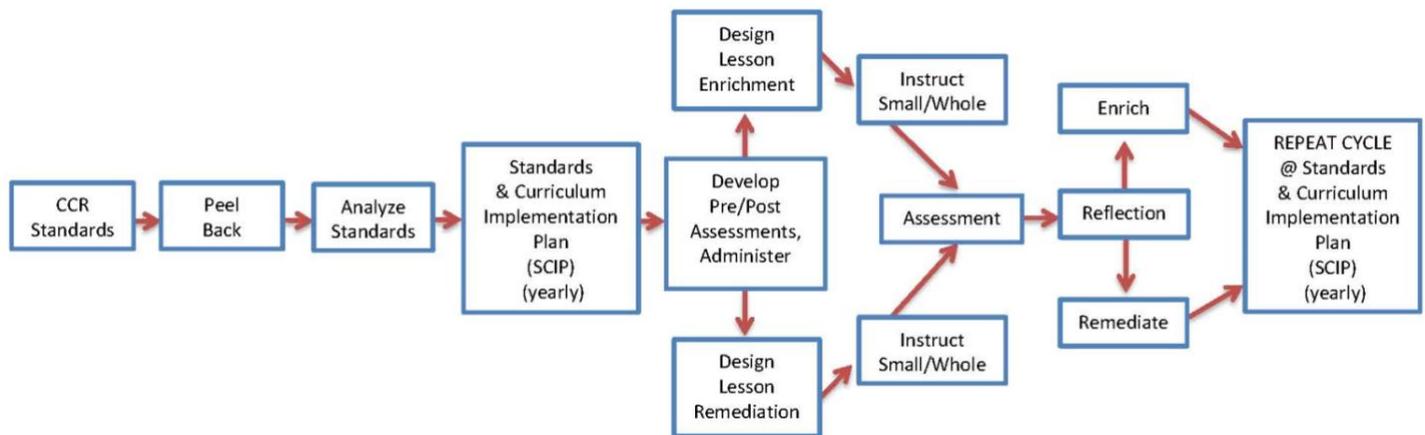
Knowledge	Attitudes	Skills	Aspiration	Behavior

LEARNING DESIGNS

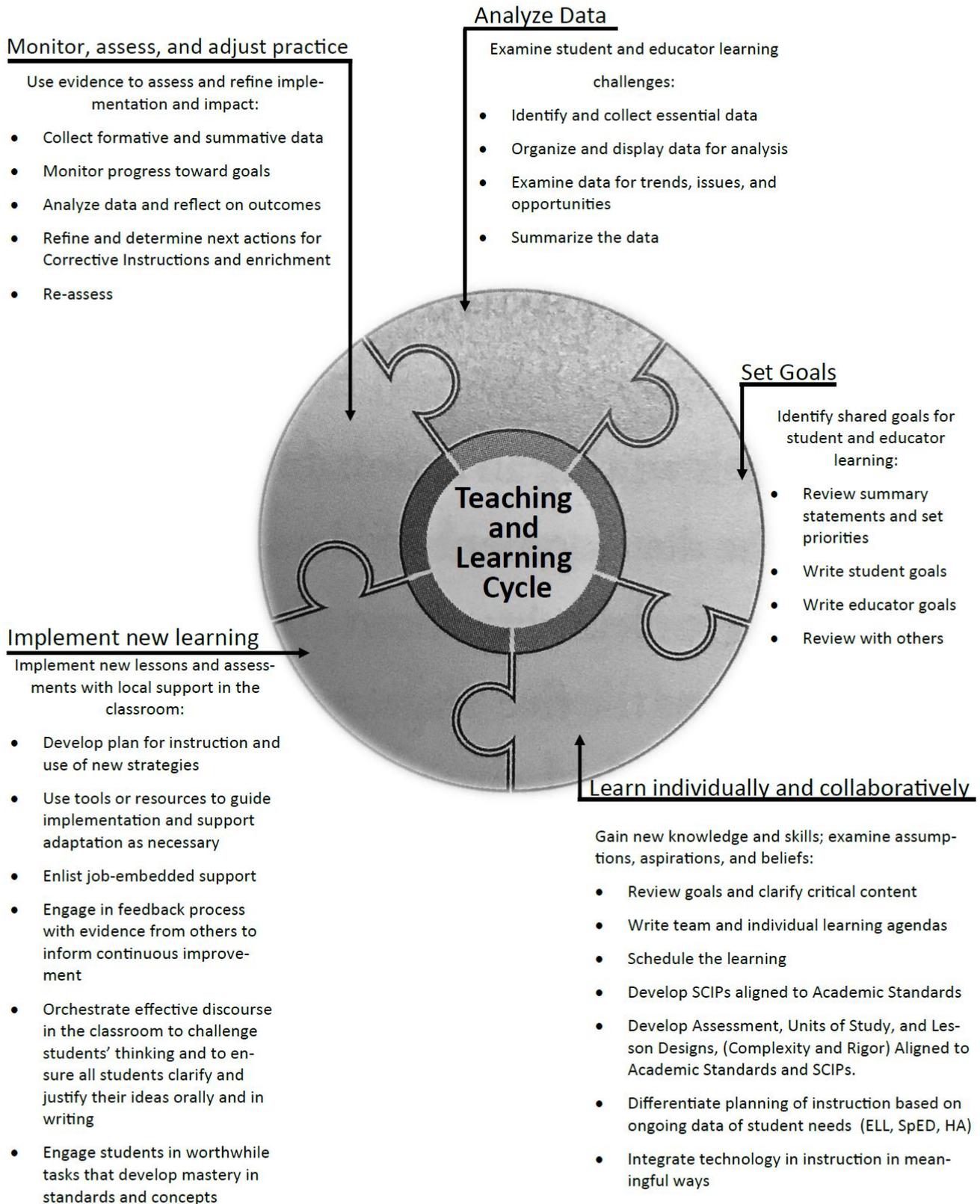
Adapted from Design Strategies in Accelerating Student and Staff Learning, by Kay Psencik

College and Career Ready Standards	Assessment	Instruction	Analysis of Student Work
<u>Learning Design # 1</u> Peeling Back the Standards <u>Learning Design # 2</u> Analyzing Standards and Distinguishing Concepts <u>Learning Design # 3</u> FWCS Standards and Curriculum Implementation Plan	<u>Learning Design # 4</u> Writing Reliable, Valid Tests <u>Learning Design # 5</u> FWCS Standards- Based Performance Task Development <u>Learning Design # 6</u> Creating a Rubric	<u>Learning Design # 7:</u> Designing Units of Study <u>Lesson Design # 8:</u> Designing aligned, rigorous lessons <u>Learning Design # 9:</u> Analyzing and redesigning lessons <u>Learning Design # 10:</u> Lesson Study	<u>Learning Design # 11</u> Analyzing Student Work <u>Learning Design # 12</u> Using a Tuning Protocol for Examining Student Work

Curriculum & Instruction Matrix



FWCS Teaching and Learning Cycle



*Adapted from Becoming a Learning Team
- Hirsch, S. and Crow, T.*

LEARNING DESIGN #3: FWCS Standards and Curriculum Implementation Plan

Purpose: To design a **Standards and Curriculum Implementation Plan** that ensures students experience a coherent curriculum that leads to high levels of proficiency/mastery for all students.

Definition: A **Standards and Curriculum Implementation Plan** is a blue print that is well-thought-out, standards-driven, concept-based, and focused to guide the design of assessments and instructional plans.

Assumptions:

- School teams (PLC's) value working together as a community of learners to produce rigorous, standards-driven, concept-based, focused **Standards and Curriculum Implementation Plan (SCIP)**.
- Teams use student performance data to ensure the plans guide assessment and instructional designs to lead all students to mastery of these standards.
- **Standards and Curriculum Implementation Plans** are living documents that are adjusted as the teaching team understands more about their students and their growth, the standards and concepts to be learned, and the state and district assessments.
- These plans are public tools, meant to be shared with others as exemplars and for feedback.

District Expectations: The district leadership team has established expectations for the plans.

- Teaching teams are expected to use student performance data, Indiana Standards to develop **Standards and Curriculum Implementation Plans** team by team, grade level by grade level.
- **District curriculum leaders will host multiple sessions with coaches and teacher leaders to examine school based plans to determine alignment across the district and with state standards.**
- The district provides extensive resources to support this work:

Curriculum guides: District curriculum guides provide information to teaching teams to assist in the development of the SCIPS. The information provided includes documents/resources from the state department, district assessment designs and plans, and adopted textbooks or materials. The district curriculum guides are starting points. Teaching teams use the parameters in the guides as a reference but should know that they must still plan at the school level and use their professional judgment based on student performance data. The textbook that is provided is selected by a committee of teachers and parents (facilitated by the curriculum department) and is a main resource, but not the only resource since there are gaps in what a textbook can provide.

Protocols: The district curriculum leadership team provides protocols that assist teams in developing effective SCIPS, designing assessments, developing instructional plans, and analyzing student work. Teaching teams should use the Protocols for Peeling Back the Standard (Protocol # 1) and Analysis of Standards and Concepts (Protocol # 2) prior to developing their **Standards and Curriculum Implementation Plans**.

District level assessments: (TBD over the next few years as we learn more about state assessments. Current data from DIBELS, SRI, and Acuity are valued information to determine the needs of students.

The Process: (This process may take several years maximizing use of common planning time.)

1. Communities of learners establish clear norms for working together during daily common planning time to establish common **Standards and Curriculum Implementation plans**. These norms lead them to develop collective responsibility to create and use their own plans with fidelity.
 - a. Will we commit to the use of time to ensure we do quality work?
 - b. What challenging goals and checkpoints to determine progress do we need to set for ourselves?
 - c. How will we develop the discipline to make revisions in our work as we learn more about our students, the standards, the concepts, and ourselves?
 - d. How will we know that we all commit to ensuring every student every day experiences high quality rigorous instruction?
 - e. Are we willing to assume collective responsibility for all students and teachers being successful?
 - f. District/school support may facilitate the development of school maps with teams that want to capitalize on their expertise.
2. Begin the work by studying Chapter 4, Mapping the Curriculum, and Chapter 5, Assessment of Student Learning in *Accelerating Student and Staff Learning* Using a district supported text analysis protocol (the 4 A is attached to this protocol).
3. Develop a deeper understanding of the standards through using **Protocol # 1, Peeling Back the Standards**. This protocol assists the team in understanding their most challenging standards.
4. They move to **Protocol # 2, Analyzing Standards and Distinguishing Concepts** to begin mapping.
5. Teams of teachers determine the best format for the annual work plans ensuring that the plan has at least the following critical attributes:
 - a. Indiana College/Career Ready Standards (unit by unit of study) and the integration of curriculum standards
 - b. Concepts (unit by unit)
 - c. Essential Questions (unit by unit)
 - d. Time length of units based on estimated length of units and expects student proficiency.
 - e. Content (text, resources, stuff of interest to the student)
6. The team may also consider possible descriptions of assessments of learning (summative) and a scoring rubric.
7. Star or identify on the work plans those standards that are tested on the state and district assessments. Teaching teams should refer to the IDOE Blueprint and Assessment Guidance documents to determine focus for school-based assessments.
8. Design all assessments of learning prior to designing assessments *for* learning.
9. Design weekly lesson plans based on the team's assessments *of* learning to ensure coherence and mastery.
10. Differentiate instruction to meet the needs of all learners.
11. Analyze student work at the end of each unit of study to revise the map and assessments just taught and used and to plan the next based on student performance data.

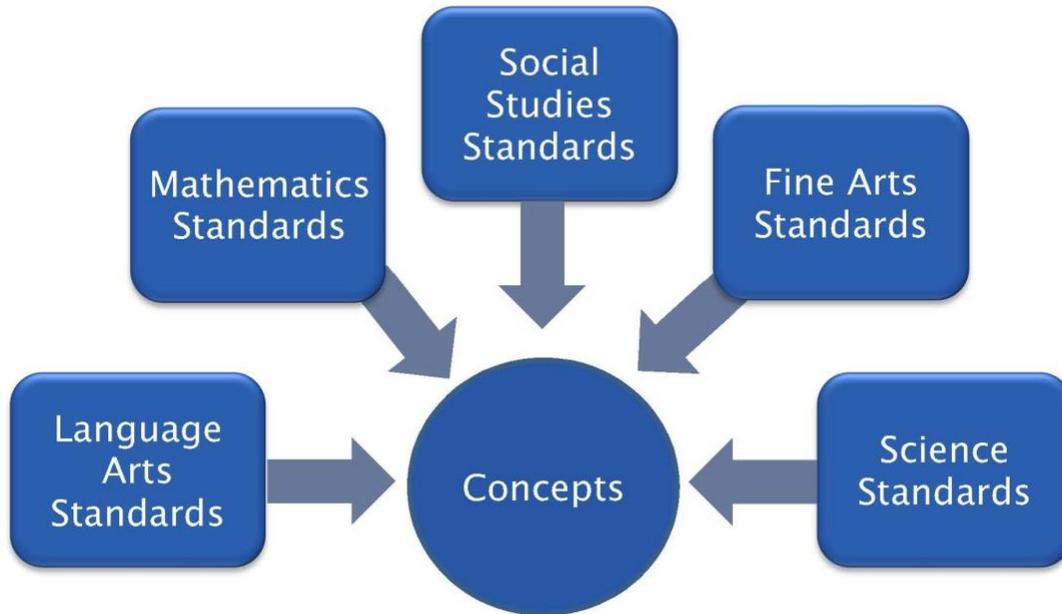
Sample Standards and Curriculum Implementation Plan – Template B

21 st century Skills			
	Unit 1: (4 weeks)	Unit 2: (2 weeks)	
Standards			
Concepts			
Content			
Essential materials/ alignment to text/etc.			
Assessments of Learning			
Description			
Critical Attributes			
Scoring tools/Rubrics			

Sample Standards and Curriculum Implementation Plan – Template C

Unit 1:

Time:



Content:

Resources/materials:

Assessments of learning:

Sample Standards and Curriculum Implementation Plan – Template C

Standard 1	Unit 1: 4 weeks	Unit 2: 6 weeks	Unit 3: 8 weeks
	X	X	
		X	X
Concepts	This world is flat!		
Content			
Materials/resources			
Assessments of Learning			

Learning Design # 9 Redesigning Aligned Lessons

Description:

A team of district leaders and school principal's redesign a lesson that reflects the definition of rigor established by the district

Purposes:

- To deeply explore the power of an effective learning design in increasing adult effectiveness and student learning.
- To consider use of learning designs to facilitate learning.
- To develop a model lesson of rigor in instruction.

Lesson Redesign:

The focus of this learning is purposeful planning (Teacher Domain 1 , Rise; Principal 2.1.3). Think about how we will:

- Deepen our understanding of rigor and how it looks in the classroom.
- Develop the lenses to see through student experiences.
- Think carefully about the goals of a particular lesson.
- Increase the capacity of instruction to ensure rigorous learning experiences for all students daily.

Essential Attitudes for Success:

- We are committed to engaging effectively in a cycle of continuous improvement.
- We accept collective responsibility for not only our students' learning but our own.
- We anticipate new and powerful learning from our working together.
- We are committed to applying the new learning in each of our schools/ classrooms.

Facilitation:

- Adhere to the time constraints
- Adhere to the goal
- Be prepared to share the outcome/results of the work

Roles: Facilitator/timekeeper/participants

Commitment:

- How will the facilitation and implementation of this protocol increase clarity around educator effectiveness and student achievement?

Engagement:

- The Learning Design: Lesson Redesign Protocol has been used in Cabinet, Academy and Core Team, Principal PLC, Coaches PLC and QIT PLC.

Process:

1. (5 minutes) **Review** the purpose of the protocol and what our expected outcomes are for our time together. Select a timekeeper and a chimer (explain)
2. (10 minutes) **Review** the lesson plans provided. Make individual notes in a chart similar to the following while reviewing the lesson plan:

Rigorous instructional strategies: (descriptions)	Challenges and potential places for improvement: (descriptions)

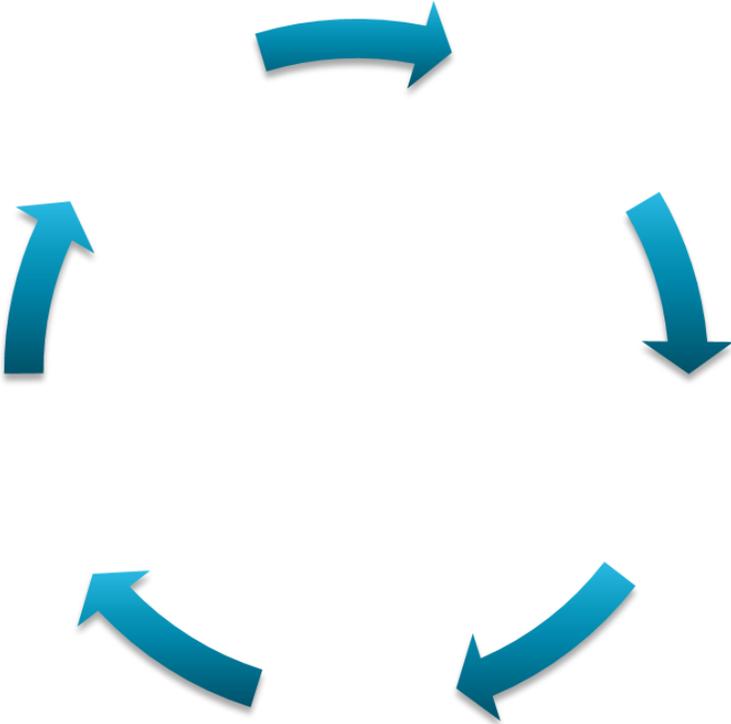
3. (10 minutes) **Rigorous Instructional Attributes:** Determine the critical attributes of the lesson that should positively contribute to student learning. Keep in mind the draft version of Rigor and the FWCS Instructional Framework.
4. (15 minutes) **Lesson Challenges:** Describe the attributes of the lesson that need strengthening or have unknowns.
5. (10 minutes) **Redesign:** What would be your suggestions for redesigning one (or more) of the lessons? Make the revisions and commit to reteach it.
6. (10 minutes) **Reflect/Share: Chime In**

Sustaining the Coaching Learning Community

1. Support leadership team, composed of district and building instructional coaches, in developing their competencies so that they are able to continue to facilitate the learning of all Instructional Coaches.
2. Regularly and systematically connect principals and coaches to work collaboratively with teams in their building.
3. Assess the impact of coaches on teacher effectiveness to inform the design of professional learning for coaches.

Your Theory of Change

What specific steps would you take to ensure your instructional coaches have a high level of proficiency?



Reflections

What big ideas are you leaving with?

What one or two steps might you take to support your instructional coaches and strengthen their skills?

What aspirations do you have for increasing the effectiveness of your instructional coaches?

Resources

1. Protocols
2. District Curriculum and Instruction Learning Designs (Mapping the Standards, Assessment Design, Instructional Design, Analyzing Student Work Design)
3. Concerns-Based Adoption Model (C-BAM)
4. *Learning Forward Standards for Professional Learning*
5. *Coaching for Impact* published by The University of Florida Lastinger Center for Learning, Learning Forward, and Public Impact
6. Books
 - *Coaching Matters* by Joellen Killion, Cindy Harrison, and Chris Bryan
 - *The Coach's Craft* by Kay Psencik
 - *Accelerating Student and Staff Learning* by Kay Psencik
 - *Making Classroom Assessment Work* by Anne Davies
 - *Quiet Leadership* by David Rock
 - *Language and the Pursuit of Leadership Excellence* by Chalmers Brothers & Vinay Kumar